

AP[®] EUROPEAN HISTORY

2015 SCORING GUIDELINES

Question 1 —Document-Based Question (DBQ)

Analyze changing conceptions of French national identity and culture in the period since 1960.

Historical background: In the wake of the Second World War, France became increasingly integrated into the global economy. Beginning in the 1960s, France also experienced growing rates of immigration, mostly from former French colonies.

BASIC CORE: 1 point each to a total of 6 points

1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.

The thesis must make at least minimal reference to changing conceptions in identity and/or culture.

The thesis must suggest a *minimal level of analysis* drawn from the documents. The thesis may appear in *either* the introduction OR the conclusion.

2. Discusses a majority of the documents individually and specifically.

The student must discuss **at least six documents**—even if used incorrectly—by reference to anything in the box. Documents can be cited by number or by name, or they can be referenced in other ways that make it clear which document is being discussed. Documents cannot be referenced together in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest ...”) unless they are also discussed individually.

3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

An essay cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

A document that is erroneously grouped with other documents is considered a misinterpretation.

4. Supports the thesis with appropriate interpretations of a majority of the documents.

The student must use *at least six documents* correctly, and the documents used in the body of the essay *must provide support for the thesis*.

An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis).

An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

An essay can earn this point even if no credit was awarded for point 3, as long as appropriate interpretations of the *majority* of the documents support the thesis.

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Question 1 —Document-Based Question (continued)

5. Analyzes point of view or bias in at least three documents.

The student must make a reasonable effort to explain why a particular source expresses the stated view by:

- relating authorial point of view to author's place in society (motive, position, status, etc.); OR
- evaluating the reliability of the source; OR
- recognizing that different kinds of documents serve different purposes; OR
- analyzing the tone of the documents; must be clear and relevant.

Note: 1. Attribution alone is not sufficient to earn credit for point of view (POV).

2. It is possible for essays to discuss point of view collectively (include two or three documents in making a single POV analysis), but this counts for only one point of view.

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain **at least two documents** that are used correctly and individually.

Groupings and corresponding documents *may* include the following (not exclusive):

Desire for a distinct French culture/identity: 1, 3, 6, 8, 9

Challenges of modernization for France: 1, 3, 6, 7, 8, 9

Antiglobalization: 1, 3, 6

Anti-American: 1, 3 (implied)

The role of language in culture: 6, 7

Tolerance for diversity: 2, 7, 10, 11

Anti-Immigration: 4, 5, (8), (10)

Immigrant perspective: 2, 10, 11

By author:

Politicians/Ministers of Culture: 3, 4, 6

Intellectuals: 1, 7, 8, 9

By document type (if analyzed productively for message, purpose, and audience):

Newspaper pieces: 1, 4, 6, 11

Pieces of propaganda: 2, 5

Interviews: 1, 6, 7, 8, 10, 11

By themes within decades/chronology (if analyzed productively):

1960s–1980s: 1, 2, 3, 4

1990s: 5, 6, 7, 8,

2000s: 9, 10, 11

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Question 1 —Document-Based Question (continued)

EXPANDED CORE: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (10-11 documents)
- Uses the documents persuasively as evidence
- Shows understanding of nuances of the documents
- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Recognizes and develops change over time (body paragraphs that consistently address changing conceptions)
- Brings in relevant “outside” information

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Question 1 —Document-Based Question (continued)

A Closer Look at the Thesis Statement

Examples of acceptable and unacceptable theses:

- **Stronger theses:**

- “Though the aftermath of World War II brought with it a wave of new cultural ideas that worried some French politicians and natives during the Cold War era (between two places who were prone to imposing their own influence on other countries) and resulted in animosity toward the newly-arrived immigrants and their distinct cultural identities, the decades following demonstrated a growing toleration and acceptance of this cultural assimilation. Effectively, the formation of a new French national identity was constructed.”
- “In late 20th century France, the country experienced a paradigm shift from the strong, traditional French national identity because of globalization and immigration in post–World War II years. The French feared the deterioration of French culture due to less emphasis on traditional food and language; however, this deterioration also united the country according to some. The French believed that the main threat to their national identity and unique culture was the United States and globalization. Immigration also caused an upheaval of traditional French culture, with some people who accepted the new diversity and others who rejected it. French national identity and culture has been greatly adjusted due to globalization, shifts in culture, and immigration.”

- **Adequate theses:**

- “The national identity and culture of France changed significantly after 1960 with people and groups seeing French nationalism thrive despite a mass immigration in the country, a belief that French culture would maintain its identity regardless of the influence, while at the same time believing that the French culture was dying or lost.”
- “Although it was necessary for the French to join the global economy, the reactions since 1960 have been mixed. Some conceptions include the necessity of France to stay French, the immigrants invade the country, but also, the immigrants grow the culture of France and strengthen it.”
- “France went through phases of analyzing their own loss of culture, extreme rejection of immigrants to retain their culture, and powerful movements to retain their culture.”

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Question 1 —Document-Based Question (continued)

- **Inadequate theses:**

- “Although decolonization is mostly seen from the colonies’ point of view, this retreatment back to France introduced many different conceptions of its own national identity and culture.”
(Change is not addressed, nor are multiple conceptions of culture and identity articulated.)
- “French national identity and culture changed post 1960 to become more nationalistic in economic, political, and social ways.”
(“More nationalistic” is a single conception; the “ways” do not count toward addressing the prompt.)
- “After WWII and decolonization, France became a ground zero for a mixture of races and cultures to thrive. However, some French, such as Jacques Toubon, believe outside influence is undermining French culture.”
(France as “ground zero” is not a change beyond the historical background provided; that leaves only one “changing conception”: the undermining of French culture.)

A Closer Look at Misinterpretations

Examples of major misinterpretations or incorrect usage coming from the documents:

- “This is a poster from the French Democratic Confederation of Labor which is the largest trade union organization in France. Therefore they may see this as an opportunity to increase trading and have the perspective of a company, not as citizens.” (Shows misunderstanding of trade union’s identify and purpose; not a corporation.)
- “Even so, French citizens are openly showing their disapproval towards immigration by putting up posters. (Doc. 5)” (Shows misunderstanding of the poster’s intent.)

Examples of minor errors:

- Mistaking a male for a female source.
“Maurice Arreckx is of a high political position and she feels obliged to publically [*sic*] announce to the French community what they have all been thinking about the immigrants.”

A Closer Look at Point of View

There are many means by which a student can demonstrate point-of-view analysis.
(The following examples are not meant to be exhaustive.)

Examples of ACCEPTABLE point-of-view analysis:

Relating authorial point of view to an author’s place in society

- “With him [Arreckx] living on [*sic*] a port city on the Mediterranean, the city most likely has a significant amount of North African immigrants, showing he has dealt with the problem first hand.”
- “As an important leader in French culture, Lang probably feels particularly obligated to protect the culture in order to defend his position as Minister of Culture.”

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Question 1 —Document-Based Question (continued)

- “The mother shows bias in her statement because, as one can assume her kids have been called a beur, she clearly wants to remove her children from an environment where they would be harassed or taunted due to their ethnicity. She is a firsthand witness to the racial issues in France and believes that French people must unite and learn to accept each other’s differences in order to advance as an entire society.”

Evaluating the reliability of the source

- “He says that, ‘there is only one immediate danger for Europe, and that is American civilization.’ This can be seen from the observation of the major pressure America put on the world as a major superpower emerging from World War Two.” (Historical context provides a degree of reliability.)
- “Duverger’s interview took place in 1964, when the Cold War was in full effect and the USA and USSR were pushing their beliefs onto other countries. In such a stressful environment, the French identity needed to be strong to preserve itself, which Duverger believes is true.” (Historical context evaluates the reliability of Duverger’s perspective.)

Recognizing that different kinds of documents serve different purposes

- “However, this poster may be biased because the trade union wants to increase membership, and showing unity will boost membership.” (Poster serves as propaganda.)
- “*Le Figaro* obviously wants to put subjects out that will catch the eye of potential readers. With only being given the cover, there is no way to know what the people actually believed.” (Magazine headlines are incomplete in communicating article contents.)

Analyzing the tone of the documents

- “The headline of the cover was ‘immigration or invasion’ describing a poll collected from the public on the issue (5). The tone and wording of the issue just yells tension, for the ethnic problems in France were becoming an ethnic issue.”
- “This sweeping generalization of immigrants as worthless ‘deadbeats’ speaks to the reactionary right’s fear of growing closeness to the EU and that the associated obligation of inclusion and unity undermines its history.”

Examples of UNACCEPTABLE point-of-view analysis:

- “Jacques Toubon is biased because he is a Minister of Culture.”
 - Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself; the statement does not explain why a Minister of Culture might be biased in favor of French-only documents. (Authorial POV and reliability)
- “Maurice Arreckx might be stretching the truth in Document 4 because he knows his statements will be in a newspaper article.”
 - Why is this unacceptable? The statement does not explicitly analyze how an account written in a newspaper article might influence the veracity of the author’s account. (Documents serving different purposes)

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Question 1 —Document-Based Question (continued)

- “Also, a Tunisian immigrant mother said in a radio interview that she hates the term ‘beur’ for her kids as they were born in France so they are French, although she may have bias because she is an immigrant from North Africa herself.”
 - Why is this unacceptable? The statement does not explicitly analyze how the source’s national origin may affect her account. (Authorial POV and reliability)
- “Because Jacques Toubon is the French Minister of Culture, he is trying to show the *Los Angeles Times* about the real French experience, so he may be making the French people sound more solid and whole than they really are.”
 - Why is this unacceptable? The statement is clumsy and does not adequately analyze how Toubon’s place in society may affect his account. (Authorial POV and reliability)
- “Being a football captain, Zinedine Zidane may be trying to gain respect from a larger audience by announcing both his heritage and citizenship which might make more people watch his sport.”
 - Why is this unacceptable? The statement is clumsy and contrived, and it does not adequately analyze how Zidane’s place in society may affect his account. (Authorial POV and reliability)

Write in the box the number of the question you are answering on this page as it is designated in the exam.

1A 1 of 4

With an influx of differing cultural and adapting world views in post World War II times, France is faced ~~is~~ with a somewhat national identity crisis. And, in the wake of this they must determine how to handle influences from a highly globalized world while simultaneously adjusting to increased immigration into the French state. Adjustments which result in adverse reactions such as promotion of French homogeneity as well as differential cultural views.

In the case of an increasingly globalized world, fear and resistance is bred by both an internal love for one's distinct culture ~~is~~ or a repulsion for the increasingly worldly one.

In the case of Maurice Druon, both influences were present. His disdain for American society, economy, and mentality paired with his love for France's distinct cultural identity led his forceful rejection of French globalization ^(doc.) Considering the United States increased influence in World War II and especially post-World War II times, Druon's rejection of their influences is justifiable. Though seemingly unlogical this ~~then~~ mentality to the American perspective, the French hated more American culture and global influence than Stalinism's ideological influence, ~~they~~

Jack Lang shares Durruti's rejection of a global world, though taking a less anti-American, pro-French stance (doc. 3). Instead, he takes a more objective stance against ~~the~~ a ~~homogenized~~ homogenized world culture, citing ~~fears~~ ^{fears} of ~~cultural~~ ^{cultural} non-diversity through excessive representational ^{means} ~~means~~. This is likely influenced by Europe's push towards a greater political unity like the United Nations in post World War II times, which led to fears of cultural mixing and decreased sovereignty of nations.

On top of an increasingly global world, France also experienced internal world unity in the form of increased immigration. But this increased immigration, as it always does, received strong negative reactions. Often calling for a more homogenized France and hateful discussions towards immigrating cultures. In the case of Maurice Arreckx, the ^{issue} of immigration, though theoretically not appeable, ~~meant~~ ^{meant} also immigration of refugee and unemployed classes (doc. 4). This reaction, a common one, also subtly expressed a disclaim and rejection of increased immigration. But more insidiously ~~the~~ Arreckx called to action the ^{people} ~~people~~ the mixing of these ~~people~~, showing a more radicalized anti-migrant perspective. Also, in the case of a Le Figaro Magazine cover, the

display of the symbol of France ^{in front} ~~of~~ a ^{veiled} ~~hidden~~ ~~one~~
woman with the words "Immigration or Invasion"
uses hostile rhetoric to expose and promote anti-
immigrant mentalities. ^(doc. 5) Though it is important to
note that as a popular magazine, it is
its intention to dramatize. On a more objective
front, we see the homogenization of France
carried out with the passage of the Toubon
Law (doc. 6). These laws, by enforcing the usage
of French, hinder use of other, cultural
languages, deepening the progression towards a French
solidarity.

Though, despite the anti-immigration
push, there is still, in all of France's
diversity, an expression of differentiating views.
In accordance to the Toubon Law, we
see Jean d'Ormesson calling them out for not
only being harmful but also illogical (doc. 7).
By saying French, and all languages, are ~~never~~
stagnant, he is saying the push for homogenization
is obsolete and harmful. It is an ironic
incident, though, since d'Ormesson is involved in
the creation of the French Dictionary, but still
his knowledge of the language promotes his point.
~~etc~~ Culturally, there are the perspectives

of these of differing cultures. For instance, A Tunisian woman rejects the use of racial slurs to differentiate between migrants and their lineage (doc. 10). This ~~shows~~ ^{shows} both the prominence of French people using words to alienate differing cultures, but also these cultures rejection of those words since it denies their ~~children's~~ ^{children's} legitimate citizenship. And as a ~~mother~~ ^{mother} of a French born ~~F~~ citizen who is culturally Tunisian, of course this mother felt strongly to speak out. Similarly, Zinedine Zidane speaks ~~not~~ proudly about his multitude of identities (doc. 11). Showing then his personal connections to cultures of his lineage and his French identity, furthering the rejection of French national homogeneity.

It is in Europe, and consequently France's, time of rapid globalization and ~~cross~~ ^{cross} cultural introduction that great ideological differences arise. Ultimately the issues of diversity are ~~not~~ ^{not} with a diverse set of opinions, most prominently though, the rejection of globalization, push for homogenization, and deep culturally diverse ties.

French culture in the 20th century has historically been marked by conservatism and the influence of Catholicism. Although the reaction to waves of immigration and globalization after 1960 were initially resistant, the French identity eventually came to include many of the groups that were originally considered foreign. This was due in part to the latent influences of socialism in the early 20th century and the persistent nature of the immigration into France, but was mainly a result of the global trend of homogenization of national cultures.

The desire to preserve French culture was most visible early after 1960. The perceived threat to French culture was Americanization earlier on (1), because America had become the dominant cultural force of the world following World War II, and because many Americans who fought in World War II remained in France and Europe in general. When Lang referred to "the same films, the same music, the same clothes" in Doc. 3 he was largely referring to American films, etc. ~~Later, immigration from form~~
Later, it was immigration from former

French colonies that was ~~not~~ viewed as the primary threat to French culture (4,5,6). The magazine cover of Le Figaro especially references Muslim immigration and anti-Muslim sentiment, as the veiled woman wears traditional Muslim clothes. This shows the continued importance of the Catholic faith to the French identity into the late 20th century. ~~Off~~ The maintenance of other French traditions, the French language (6) and cooking (9), are also shown to be important and play a role in the anti-globalization sentiment of France.

The other popular view, one which came more into the light toward the end of the 20th century, was that the integration of other groups into French culture was a natural event, and that to work to halt it was futile. Jean d'Ormesson carries the opposing view to Touba in regards to language, saying that language cannot be preserved by law. Doc. 8 also shows how the new generation could no longer espouse Catholicism, and instead favored secularization. In regards to the immigrant question, ~~French~~ ~~immigrants~~ ~~themselves~~ considered themselves to be French citizens by the

21st century. (10, 11).

As an ever greater portion of the French population was made up of immigrants, it became more and more difficult to consider them foreigners and to distinguish natives from immigrants. At the same time American businesses expanded into Europe and the rest of the world, promoting secularization and homogenization of cultures. These forces eventually were accepted and brought into the French cultural identity, in keeping with the broader trend of worldwide homogenization.

Post - World War Two Europe saw an increasingly diverse influx of immigrants into its borders. France, being a large Western nation, experienced this firsthand. As is always the case, however, the cultures of others and the culture of France clashed, causing ripples throughout it and the famed French identity. Conceptions of French culture changed in the latter half of the 20th century following ethnic integration, cultural reactionism, and the pursuit of a comprehensive national unity.

The introduction of minorities, in particular those from Africa, was a social issue that was initially perplexing to the traditionally French-born citizens. Nevertheless, they embedded themselves in such a way that they are today synonymous with French culture. Zinedine Zidane, a legendary football player, said in an interview (doc 11) that while he is proud to be an African-descended man, he is a Frenchman. Indeed, he led the national team of France and not that of another nation. His mention of desire and intensity is the most important part

of the essay, however; it implies that the reason for his success and that of France is that he feels a deep sentiment of pride — of French identity. This pride has defined the multicultural state of the nation throughout postwar history. The French Democratic Confederation of Labor continues this by its release of a poster that depicts a union of hands, each of a different skin color. The message is unmistakable: ethnic French or not, workers stand together under one identity. The end result was an integrated France unlike that of any other period throughout history. Ethnic minorities had assimilated into the national culture.

Many did not take well to the introduction of others. In an almost xenophobic manner, efforts were made to expel those that had entered so as to keep the French culture "pure". A cover of *Le Figaro* Magazine reflects these worries, depicting Marianne with and without a veil. The title reads "Immigration or Invasion?", which reveals an apparently common fear of Islamic

invasion. The harshness of the latter term shows the severity of the situation and perhaps even a degree of fearmongering in the media.

In conclusion, various factors changed French perceptions both from the self and from others. A national unity forged from different cultures emerged despite the opposition, however. Much like the rest of the world, France is true to its new identity as an alloy: a symbol of a newly globalized world.

NOTE: I APOLOGIZE; I MADE THE MISTAKE
OF WRITING IN PENCIL AND DID
NOT HAVE TIME REMAINING TO MAKE
CORRECTIONS.

AP[®] EUROPEAN HISTORY 2015 SCORING COMMENTARY

Question 1

Overview

The document-based question (DBQ) was designed to evaluate the degree to which students could analyze various types of historical documents in constructing an essay that responded to the tasks required by the question. Student responses were assessed on the extent to which they met six requirements specified in the core scoring guidelines. Students who exceeded these requirements could then earn up to three additional points in the expanded core, based on a holistic assessment of the essay.

This particular DBQ asked students to analyze changing conceptions of French national identity and culture in the period since 1960. Students were provided with 11 documents (two of which were images) on which to base their responses. They were also given, as historical background, statements about France's entry into the global economy after World War II and France's increasing rate of immigration, mostly from former French colonies, beginning in the 1960s.

Sample: 1A

Score: 9

The thesis in the introduction addresses all tasks required by the prompt, thus it earned core point 1. Eight documents are used correctly (1, 3, 4, 5, 6, 7, 10, 11) and in support of the thesis, so the essay earned core points 2, 3, and 4. There are five strong examples of point-of-view analysis (1, 3, 4, 5, 7) and one less-developed attempt (10), so the essay earned core point 5. The essay develops three clear groups, which earned core point 6.

The essay earned three points in the expanded core on the following grounds: the strength and clarity of its thesis, its frequent use of point-of-view analysis, its nuanced treatments of the documents and of change over time, its use of relevant "outside" information, and its persuasive employment of the documents as evidence in support of the argument. All of these factors create a sophisticated and accomplished essay.

Sample: 1B

Score: 5

The essay earned core point 1 for the thesis stated in the conclusion. Seven of the documents are discussed individually and specifically by reference to contents of the box (1, 3, 5, 6, 9, 7, 8), and they are used correctly and in support of the thesis, so the essay earned core points 2, 3, and 4. Although documents 4, 10, and 11 are referenced by number, they are not discussed specifically and individually. The essay contains no attempts at point-of-view analysis, so it did not earn core point 5. The documents are organized into three viable groups, so core point 6 was awarded.

Sample: 1C

Score: 1

The thesis addresses changing conceptions, so the essay earned core point 1. The essay discusses only three documents (11, 2, 5) and did not earn core point 2, 3, or 4. There are no attempts at point-of-view analysis, so the essay did not earn core point 5. Because the essay uses only three documents, it cannot create three viable groups, so it did not earn core point 6.